

**Syllabus for HIS 5060: The Historical Experience (12376)**  
**Thursdays, 4-7 pm, AH 105**

Instructor: Dr. Kenneth Osgood  
Office Hours: TR 1-3 (and by appointment)  
Phone: (561) 297-2816  
Home: (561) 243-9377  
Email: [kosgood@fau.edu](mailto:kosgood@fau.edu)  
Web Site: <http://www.fau.edu/~kosgood>

Welcome to boot-camp for historians! The Historical Experience, HIS 5060, is one of the most important and demanding courses you will take in graduate school. You will have to do more reading, writing, and researching than you ever imagined. You will spend hours in the library. You will spend many late nights covering before a reading lamp. You will groan. You may want to quit. You may even complain to the History Department Chair. But you will succeed. And by the end of the course, you will have a better idea of what it means to be a historian. And you will be better equipped to read, research, write, and – indeed – *think* like a historian.

HIS 5060 is designed to introduce you to the historical profession. Whether you intend to pursue a Ph.D. in history, embark on a lifetime of work as a public historian, teach history to students of any level, or abandon the historical profession for a more lucrative trade (i.e. just about everything else), you will develop skills in this course that will make you more successful at what you do. You will never look at history the same way again. You will never read the same way again. And, perhaps, you may never look at the world at large in quite the same way again.

Try as you might, you will not be able to “cram” for this course. To do well, you will have to have a disciplined schedule that allows you to complete the reading and many assignments prior to class. You will have to work consistently over the entire semester. Time management, critical thinking, practical research, and cogent writing skills all will be tested and strengthened in HIS 5060.

### **OVERARCHING TASKS:**

As the course progresses, you will need to focus especially on three overarching tasks:

- (1) **weekly readings**, averaging a book plus articles every week;
- (2) **weekly research/writing assignments**, including a “[running assignment](#)” and several hours of writing and researching per week;
- (3) **long-term assignments**, specifically the following:
  - a. **portfolio**, due at the end of the term (12/8)
  - b. **prospectus**, for potential research project, due at the end of the term (12/8)
  - c. **presentations**, of research prospectus (12/1)

For these long-term assignments, you will not be able to wait until the last minute. You will need to work as the semester progresses, and I strongly suggest getting started early.

**NOTE:** The research prospectus especially will require advance research, writing, and planning on your part. The portfolio will require consistent effort throughout the semester.

### **OPTIONAL BOOKS:**

Chicago Manual of Style, 15<sup>th</sup> edition, ISBN: 0226104036.

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th Rev edition (1996), ISBN: 0226816273.

**NOTE:** You may choose to use either the *Chicago Manual of Style* (CMS) or Turabian. Although CMS is more expensive, it is also more authoritative and complete. If you are thinking about working toward a Ph.D., you might as well buy the *Manual*. Both should be for sale at FAU bookstore. Both are also at the FAU library.

### **REQUIRED BOOKS:**

Joyce Appleby, Lynn Hunt, and Margaret Jacob, *Telling the Truth About History* (1995), ISBN: 0393312860.

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (2003), ISBN: 0809016346.

Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (1991), ISBN: 0679733760.

Robert William Fogel and Stanley L. Engerman, *Time on the Cross: The Economics of American Negro Slavery* (1995), ISBN: 0393312186.

James McPherson, *For Cause and Comrades: Why Men Fought in the Civil War* (1998), ISBN: 0195124995.

Andrew K. Frank, *Creeks And Southerners: Biculturalism On The Early American Frontier* (2005), ISBN: 0803220162.

Tsuyoshi Hasegawa, *Racing the Enemy: Stalin, Truman, and the Surrender of Japan* (2005), ISBN: 0674016939.

Thomas J. Sugrue, *The Origins Of The Urban Crisis: Race And Inequality In Postwar Detroit* (1998), ISBN: 0691058881.

David W. Goldfield, *Still Fighting the Civil War: The American South and Southern History* (2004), ISBN: 0807129607.

Jeremi Suri, *Power and Protest: Global Revolution and the Power of Détente* (2003), ISBN: 0674010310.

### **ARTICLES AND OTHER READINGS:**

Listed on the [schedule](#) are additional articles and other readings. Most are available online via FAU library; others will be posted on Blackboard or MyFAU. Details TBA.

### **ABOUT THE READINGS:**

Most of the readings were selected because of the unique, innovative, or representative methodology employed by the authors. They were also selected to provide a broad chronological sweep of topics in American history (though you will notice that many, many topics were left out!) When reading these books, focus your attention on three core areas: (1) the overarching argument of the author; (2) the book's contribution to the historical literature and engagement with the historiography; and (3) the sources used and methodology employed. See the section and handout on "[running assignment](#)" for more details.

### **"HIS 5060 RUNNING ASSIGNMENT" AND OTHER WEEKLY ASSIGNMENTS:**

For most secondary source readings, you will have to complete a cumulative research and writing “running assignment.” It is designed to help you develop your research skills, and to apply those skills to critical analysis of the readings we will be doing. This assignment is explained [here](#). Other supplementary assignments are noted in the course schedule. Please be advised that some of these assignments will require a lot of advance preparation. Read the syllabus carefully and consult it often, or you may risk falling hopelessly behind!

### **A NOTE ON STYLE:**

You are expected to know – or to learn quickly and on your own – the rules of style. Most historians follow the *Chicago Manual of Style* (CMS), and Kate L. Turabian’s manual is a short guide to this format. For footnotes and other references required in the weekly assignments, you must consult either Turabian or CMS. (FYI, generally historians do not use parenthetical references.)

### **A NOTE ON CLASS SHARING:**

Periodically, you will be asked to copy your work to share with other students. Please plan accordingly and make enough copies for all students in the course (and me!). Also, please be open to, and positive about, hearing constructive criticism of your work.

### **DISCUSSION LEADER:**

Twice during the semester, you will serve as one of the discussion leaders for the day. On this day, you should give a five-minute commentary on the reading. Your job is to be “provocateur”: to comment and to criticize so as to initiate discussion. You should also bring copies of your weekly assignment to share with the class. Be sure your name is on it.

### **COURSE GRADE:**

Your final course grade will be based on class participation, the consistency of your effort, and your final portfolio. You will be held to a high standard.

Generally the grade breakdown is as follows:

Weekly Participation (including attendance and oral evidence that readings have been read carefully and thoughtfully): 30%  
Portfolio (including original and revised weekly assignments): 40%  
Research Prospectus and Class Presentation: 30%

[Return to HIS 5060 Course Home Page](#)

[Return to Kenneth Osgood’s Home Page](#)

## Course Schedule for HIS 5060

### WEEK 1 (8/25):

#### Introduction and Library Tour

4-5pm: Introduction: Welcome to Boot Camp for Historians

Note: Attendance is required. It is very important that you arrive, on time, for the first day of class. Latecomers and absentees will be scorned.

5-7pm: Library Research Workshop

We will meet at the reference desk and then go to room 162.

### WEEK 2 (9/1):

#### The Field of History and Historiography

Discussion leaders:

Read:

Appleby, Hunt, and Jacob, *Telling the Truth About History*.

Assignments:

1. No running assignment this week.
2. For your portfolio, answer the following briefly in a few sentences:
  - a. What is “historiography”?
  - b. What was the “heroic model of science” and how did it apply to historical writing?
  - c. What impact did the Enlightenment have on historical writing?
  - d. What was special about Leopold von Ranke’s approach to history?
  - e. What is “historicism”?
  - f. How did Auguste Comte, Charles Darwin, and Karl Marx have in common?
  - g. What are the core elements of the Marxist approach to history?
  - h. What was the Annales school? How was it related to the “new social history” that developed in the U.S. in the 1960s?
  - i. What was the Progressive view of American history, and how did it differ from what came earlier?
  - j. What was Kuhn’s theory of scientific revolutions, and how did it affect historical interpretation?
  - k. What is postmodernism, and how did it challenge the fundamental tenets of earlier historical writing?
  - l. What does Appleby believe is the “future of history”?

3. Illustration:

Depict visually (with chart, timeline, graph, drawing, cartoon, etc.) the evolution of historical writing over time, going back as far as you can, continuing to the present, and conjecturing the future. Your illustration should indicate major schools of thought, unique historical approaches, and influential figures. It should also contextualize these figures by noting broader social/intellectual/cultural/political trends that affected historical writing (e.g. the Enlightenment, etc.) Be prepared to share your chart with the class. If it fits on a page or two, please copy to share with your classmates.

### WEEK 3 (9/8):

#### The Book and Book Reviewing Environmental History

Discussion leaders:

Read:

William Cronon, *Changes in the Land*.

Alfred W. Crosby, "The Past and Present of Environmental History," *The American Historical Review*, Vol. 100, No. 4. (Oct., 1995), pp. 1177-1189. Stable URL: <http://links.jstor.org/sici?sici=0002-8762%28199510%29100%3A4%3C1177%3ATPAPOE%3E2.0.CO%3B2-K>.

Book reviews in *Journal of American History* 91:4, (March 2005), pgs. 1416-1554. URL: <http://www.historycooperative.org/journals/jah/91.4/>. Also accessible online through FAU catalog.

Assignments:

1. HIS 5060 Running Assignment for Cronon.
2. Read the book reviews from the March 2005 issue of the *Journal of American History*. For your portfolio, answer the following questions:
  - a. Identify the most effective and least effective reviews from this issue. Why does one "work" and the not?
  - b. What are the essential components of an effective review?
  - c. What observations can you make about the state of current research in American history, based upon the works written and reviewed here?

**WEEK 4 (9/15):**

**Finding Sources & Topics**

**Women's History & Social History**

Discussion leaders:

Read:

Ulrich, *A Midwife's Tale*.

Alice Kessler-Harris, "Social History"; and Linda Gordon, "U.S. Women's History"; both in Eric Foner, ed. *The New American History* rev. and expanded ed. (Philadelphia: Temple University Press, 1997), chapters 10 and 11, pp. 231-276. This book is available as an electronic book through the FAU catalog.

Assignment:

1. HIS 5060 Running Assignment for Ulrich.
2. Write a one-page proposal summarizing topic(s) you might investigate for your prospectus project. Be prepared to present your idea(s) to the class.

**WEEK 5 (9/22):**

**Historiographical (Bibliographical) Essays**

**Race & Economic History**

Discussion leaders:

Read:

Fogel and Engerman, *Time on the Cross*.

Charles Crowe, "Time on the Cross: The Historical Monograph as a Pop Event," *The History Teacher*, Vol. 9, No. 4. (Aug., 1976), pp. 588-630. Stable URL: <http://links.jstor.org/sici?sici=0018-2745%28197608%299%3A4%3C588%3ATOTCTH%3E2.0.CO%3B2-5>.

Assignment:

1. HIS 5060 Running Assignment for Fogel and Engerman.
2. Track down an historiographical essay that pertains to a field or issue that interests you. Copy the essay for your portfolio. Also for your portfolio, write a short (1-2 page) summary of the major historiographical trends identified by the author.

**NOTE:** One way to locate a historiographical essay is by browsing journals that cover issues of interest to you, such as the *Journal of Environmental History*, the *Journal of Southern History*, the *Journal of Military History*, *Diplomatic History*, etc. (Search FAU catalog or JSTOR, or browse stacks). Other examples of historiographical essays and useful references include the following, all on reserve:

Gerald N. Grob and George Athan Billias, *Interpretations of American History: Patterns and Perspectives* (multiple editions, some on reserve, search SUS for others).

Francis G. Couvares, ed. *Interpretations of American History Vol. II : Patterns and Perspectives* 7<sup>th</sup> ed.

Peter Burke, ed., *New Perspectives on Historical Writing*, 2<sup>nd</sup> ed (2001).

Eric Foner, ed., *The New American History* (1990).

Michael J. Hogan, ed., *America in the World: The Historiography of American Foreign Relations since 1941* (1995).

*Useful web resources include:*

[http://www.fgcu.edu/cas/history/hist\\_bib.html](http://www.fgcu.edu/cas/history/hist_bib.html)

<http://www-home.cr.duq.edu/~parsonsj/documents/historiography.html>

<http://www.lib.ncsu.edu/risd/guides/history/historiography.html>

**WEEK 6 (9/29):**

**The Profession: Specialization, Associations, Conferences, and Journals  
Military History and Social History**

Discussion leaders:

Read:

McPherson, *For Cause and Comrades*.

John A. Lynn, "The Embattled Future of Academic Military History," *The Journal of Military History*, Vol. 61, No. 4. (Oct., 1997), pp. 777-789. Stable URL: <http://links.jstor.org/sici?sici=0899-3718%28199710%2961%3A4%3C777%3ATEFOAM%3E2.0.CO%3B2-Z>.

Ian Tyrrell, "The Great Historical Jeremiad: The Problem of Specialization in American Historiography," *The History Teacher*, Vol. 33, No. 3. (May, 2000), pp. 371-393. Stable URL: <http://links.jstor.org/sici?sici=0018-2745%28200005%2933%3A3%3C371%3ATGHJTP%3E2.0.CO%3B2-W>.

Assignments:

1. HIS 5060 Running Assignment for McPherson.
2. Browse through these websites:

*Historical Associations and Affiliated Societies:*

The American Historical Association (AHA), [www.historians.org](http://www.historians.org).

AHA Affiliated Societies, <http://www.historians.org/affiliates/index.htm>.

The Historical Society, <http://www.bu.edu/historic/about.html>

The Organization of American Historians (OAH), [www.oah.org](http://www.oah.org).

*Conferences:*

[AHA Annual Meetings, General Information](#)

[AHA Annual Meeting 2004 Program](#)

[OAH Meetings, General Information](#)

[Online Papers for 2004 OAH meeting](#)

2. After browsing through the websites above, answer/complete the following for your portfolio:

- a. What is the difference between the AHA, OAH, and Historical Society?
- b. Make a list of ten AHA-affiliated-societies, or other professional associations, that are potentially of interest to you. Identify the journal of record for each association, and note when the association's annual meeting is normally held.
- c. Browse through the programs for the AHA and OAH annual meetings. Identify three papers you think you would like to hear presented, and three you would prefer to skip. Make a list.

**WEEK 7 (10/6):**

**Writing and Argumentation, Introductions & Conclusions  
Social History, Identity, and Native American History**

Discussion leaders:

Read:

Frank, *Creeks and Southerners*.

James H. Merrell, "Some Thoughts on Colonial Historians and American Indians," *The William and Mary Quarterly*, 3rd Ser., Vol. 46, No. 1. (Jan., 1989), pp. 94-119. Stable URL: <http://links.jstor.org/sici?sici=0043-5597%28198901%293%3A46%3A1%3C94%3ASTOCHA%3E2.0.CO%3B2-8>.

Nancy Shoemaker, "How Indians Got to be Red," *The American Historical Review*, Vol. 102, No. 3. (Jun., 1997), pp. 625-644. Stable URL: <http://links.jstor.org/sici?sici=0002-8762%28199706%29102%3A3%3C625%3AHIGTBR%3E2.0.CO%3B2-H>.

Assignments:

1. HIS 5060 Running Assignment for Frank.

2. Choose a historical journal from a field that interests you and browse through back issues, skimming the introductions to the articles. For your portfolio, do the following:

- a. Write a paragraph or two on how the authors in this journal “introduce” their research. What conventions do you notice? How do authors tend to begin their articles? How long are the introductions? Do they speak to the literature; how? Where and how do they address the significance of their work?
- b. Choose two introductions: one that you find effective and one that you find ineffective. Choose representative paragraphs to photocopy for the class (on one sheet). Be prepared to discuss why one “works” and the other does not.

3. Bring in excerpts from the best and worst pieces of historical writing you can find (from any secondary source you please). Copy on one page to share with the class.

### **WEEK 8 (10/13):**

**“How do I make a contribution to a controversial and well-trodden field?”**

**And, “What’s in a document?”**

**Diplomatic History/International History**

Discussion leaders:

-

Read:

Hasegawa, *Racing the Enemy*.

J. Samuel Walker, “The Decision to Use the Bomb: A Historiographical Update,” in Michael J. Hogan, ed. *America in the World: The Historiography of American Foreign Relations Since 1941* (Cambridge: Cambridge University Press, 1995), 206-233.

Michael Hunt. “Internationalizing U.S. Diplomatic History: A Practical Agenda.” *Diplomatic History* (Winter 1991): 1-11.

Assignment:

1. No running assignment for Hasegawa.
2. Instead, write a 1000-word review of Hasegawa’s book that explains how his book fits into the large existing literature on the atomic bomb decision (as related by Walker.)
3. Find a primary document pertaining to the atomic bomb decision (online or elsewhere). Answer the following for your portfolio: Does this document support Hasegawa’s argument, or does it point to a different conclusion? Why?

### **WEEK 9 (10/20):**

**Research Prospectus, Grant Writing, and Proposals**

**Race/Urban**

Discussion leaders:

-

Read:

Sugrue, *The Origins of the Urban Crisis*.

Also read, sample grant applications and book proposals.

Assignments:



1. HIS 5060 Running Assignment for Sugrue.

## **WEEK 10 (10/27):**

### **Southern History/Historical Memory**

#### Discussion leaders:

-

#### Read:

Goldfield, *Still Fighting the Civil War*.

Alon Confino, "Collective Memory and Cultural History: Problems of Method," *The American Historical Review*, Vol. 102, No. 5. (Dec., 1997), pp. 1386-1403. Stable URL: <http://links.jstor.org/sici?sici=0002-8762%28199712%29102%3A5%3C1386%3ACMACHP%3E2.0.CO%3B2-Y>

#### Assignments:

1. HIS 5060 Running Assignment for Goldfield.

## **WEEK 11 SPECIAL EVENT & MEETING TIME:**

**10/31 (Monday, 2-3pm, Live Oak Pavilion). John O'Sullivan lecture by David R. Goldfield, "Religion and Politics: An American Tradition."**

- Afterwards, from approx. 3:30-5:00, there will be an informal reception/discussion in the Green Room of the University Theater, where we (as a class, together with some faculty) will discuss Goldfield's book, *Still Fighting the Civil War*.
- Both are required events: you must attend. (In other words: Rearrange your work schedule, cancel your wedding, and keep your relatives healthy.)

**11/3: NO CLASS.**

## **WEEK 12 (11/10):**

### **Diplomatic/Social/Transnational**

#### Discussion leaders:

#### Read:

Suri, *Power and Protest*.

Michael J. Hogan, "The 'Next Big Thing': The Future of Diplomatic History in a Global Age." *Diplomatic History* 28:1 (January 2004), pp. 1-21. (available online through FAU catalog.)

David Thelen, "The Nation and Beyond: Transnational Perspectives on United States History," *The Journal of American History*, Vol. 86, No. 3, The Nation and Beyond: Transnational Perspectives on United States History: A Special Issue. (Dec., 1999), pp. 965-975. Stable URL: <http://links.jstor.org/sici?sici=0021-8723%28199912%2986%3A3%3C965%3ATNABTP%3E2.0.CO%3B2-A>.

Assignment:

1. HIS 5060 Running Assignment for Suri.
2. For your portfolio, answer this question: Is *Power and Protest* the “next big thing”?

**WEEK 13 (11/17):**

**Journal Articles**

Discussion leaders:

Read:

Ruth Feldstein, “‘I Don't Trust You Anymore’: Nina Simone, Culture, and Black Activism in the 1960s,” *Journal of American History* 91:4, March 2005.

Gael Graham, “Flaunting the Freak Flag: Karr v. Schmidt and the Great Hair Debate in American High Schools, 1965–1975,” *Journal of American History* 91:2, September 2004.

Mansel G. Blackford, “Environmental Justice, Native Rights, Tourism, and Opposition to Military Control: The Case of Kaho'olawe,” *Journal of American History* 91:2, September 2004.

Adam Rome, “‘Give Earth a Chance’: The Environmental Movement and the Sixties,” *Journal of American History* 90:2 (June 2003).

All these articles available online through FAU catalog.

Assignments:

1. No running assignment.
2. For your portfolio, answer the following after reading the articles:
  - a. Taking these selections as representative samples of journal articles, diagram what you see as the essential outline of a typical journal article. How are they organized, and what are their main components?
  - b. How do each of these articles answer the “so what” question? Are you convinced?
  - c. In your view, which of these articles is the most and least effective? Why?

**WEEK 14 (11/24):**

**No Class -- Thanksgiving**

**WEEK 15 (12/1):**

**Presentations of Research Prospectuses**

Assignment:

Be prepared to present your research proposal to the class in 10 minutes or less. Prepare a one-page handout for the class which includes the following: (1) working title; (2) summary of topic; (3) sources to be consulted.

**WEEK 16 (12/8):**

**Last day to hand-in portfolio (including prospectus). Due in History Department at 4pm.**

[\*Return to HIS 5060 Course Home Page\*](#)

[\*Return to Kenneth Osgood's Home Page\*](#)

## Final Projects for HIS 5060

There are two final projects you will need to complete to meet the requirements for HIS 5060. They include the following:

Final Project I: Research Prospectus

Final Project II: HIS 5060 Portfolio

**Both are due 12/8 at 4pm, in the History Department.**

### **FINAL PROJECT I: RESEARCH PROSPECTUS:**

You will investigate a topic for historical research and write a prospectus – a.k.a. research proposal – for that project. The highest-order objective is to prepare the groundwork for a research paper, journal article, or MA thesis. The prospectus will represent the beginning, rather than the end, of your research journey. You must: (1) find a suitable topic for historical research, one that is governed by a specific, focused research question; (2) locate original primary sources for that topic that are accessible to you and assess their utility for the research questions you wish to address; (3) survey the relevant historical literature for that topic and argue for the importance of your particular project.

Your prospectus, modeled after a good grant proposal, should be no longer than eight double-spaced pages (excluding bibliography). It should incorporate the following elements, divided according to headings (no heading necessary for title, obviously):

#### 1. Working Title:

- a. This should describe as precisely and specifically as possible the topic of your paper. If it is constrained chronologically that should be indicated as well.
- b. Examples of topics that are too general might be “The Civil Rights Movement” or “Women in the 1950s.” More focused topics include: “Eisenhower’s Thinking on Nuclear War, 1953-1954” or “The American Legion’s Attack on Comic Books in the Fifties” or “Press Reaction to the Emmett Till Murder of 1955,” etc.

#### 2. Summary:

- a. This is a one paragraph summary of the proposed topic. It should answer two key questions: (1) what are you going to investigate? (2) Why is it important?: The “so what” question?

#### 3. Narrative (Description of the Topic):

- a. Here you will elaborate in a few paragraphs on the topic. For obscure topics, you may need to fill in background information (but minimize this). This is your chance to argue, convincingly, that this is an important topic in need of investigation.

#### 4. Literature Review (Scholarly Contribution):

- a. Here you will explain, succinctly but thoroughly, how this topic has been treated by other historians, and how your project will make a unique contribution.
- b. If you are investigating a topic that has been neglected, there is still a relevant body of literature that you will address, and here is where you do so.

#### 1. Sources and Methodology:

- a. Here you will explain what sources you will use and how you propose to use them. For this prospectus, you should also speak to the availability of the sources, demonstrating that the sources are within your grasp and can answer the questions you propose to address. If the sources are at a remote archive, library, or historical society, you should explain how you will fund travel to gain access to them.
- b. Important: you must choose a topic for which you can get access to primary sources, and you must prove to me that the topic is something you can pursue.

## 2. Bibliography:

- a. This identifies relevant primary and secondary sources, in correct style, and accordingly should be broken into two sections.
- b. The first section should be headed “primary sources,” and should specify specific primary sources you will consult. And I mean specific. So, you wouldn’t say “I will consult newspapers and magazines”; instead you will list the newspapers and magazines you intend to consult. You should also include in parentheses an explanation of the location of this source. (.e.g. available at FAU, or available through ILL from the University of Texas, etc.)
- c. The second section should be headed “secondary sources”, and should identify secondary sources that you will consult. It should be formatted appropriately for a bibliography (according to Turabian and the *Chicago Manual of Style*).

## FINAL PROJECT II: HIS 5060 PORTFOLIO

Prepare a portfolio of your work for HIS 5060. It must be organized with tabs/dividers and a table of contents. It must include the following elements (in order):

### 1. Self-assessment:

- In the form of a formal letter to me, comment on what you learned and how you developed over the semester. This assessment should also describe the portfolio contents and comment on how well you (and the portfolio) fulfilled the criteria for the course. It should also draw attention to revisions you have made to earlier assignments (see below).

### 2. Prospectus.

### 3. Checklist of Running Assignments.

- Prepare a checklist showing that you have met all the document/source requirements for the weekly running assignments.
- Please identify in parentheses where these are located in your portfolio (Week 1, Week 2, etc.). See below.

### 4. Weekly Running Assignments.

- Organize by week, with a separate tab for each week. Include all the requested assignments, including weekly assignments and copies of all documents and sources required for these assignments.
- You are encouraged to rewrite and any assignment to correct, update, improve, modify, amend, etc. and work that you have done. You are especially encouraged to rewrite citations so that they are stylistically correct, and to rewrite your book reviews so that they accurately reflect the important elements of the books (taking into account things you learned in discussion, or comments you received on first drafts). At a minimum, you should

- provide clean, corrected versions of all running assignments that were not done properly or effectively earlier.
- Include both the original versions and the new, revised versions of all assignments.

*NOTE: Because these are large final projects, you should work on your portfolio and prospectus as the semester progresses, rather than waiting until the last minute.*

[Return to HIS 5060 Course Home Page](#)

[Return to Kenneth Osgood's Home Page](#)

## Running Assignment for HIS 5060

For each historical book we read (not including Appleby, Bean, or Turabian), you will need to complete the following three tasks as part of the “HIS 5060 Running Assignment”:

- I. Primary Source Assignment
- II. Secondary Source Assignment
- III. Book Review (Argument, Contribution, and Method Summary)

At the end of the semester, you will compile all of these assignments in a portfolio. See “Final Projects” for details.

### I. PRIMARY SOURCE ASSIGNMENT:

- A. Locate 1-3 primary sources that pertain (generally) to most books we read. (Not articles, and the assignment is not required for every book; see schedule.) Copy the first/cover page and an interesting highlight from this document. Include in your portfolio.
- B. By the end of the semester, you should have found at least one primary source from each of the following categories:
  1. Government document
  2. Formerly-classified (Secret, Top Secret) government document
  3. Periodical – magazine
  4. Periodical – newspaper, national prominence (*Washington Post*, *Chicago Tribune*, *Wall Street Journal*, *New York Times*, etc.)
  5. Periodical – newspaper, regional or specialized (*San Diego Union-Tribune*, *Miami Herald*, *Chicago Defender*, etc.)
  6. Artistic or Literary source (story, novel, poem, painting, etc.)
  7. Non-textual source (cartoon, photograph, map, architectural source, etc.)
  8. “Everyday Life” or “social history” source – something that provides a window into lives of ordinary people
  9. Economic source
  10. Diary entry or private papers
  11. Reference for archival source (e.g. locate relevant archive and/or collection that you could consult by traveling to that archive; you need not supply an actual document from that archive, but you should get as much information as possible)
  12. Source located on Microfilm
  13. Source acquired through Interlibrary Loan (ILL) (Note; this takes awhile, so plan this one early).
- C. On one page: (1) Include a heading that identifies which category (above) it fulfills and for which week of the course it was submitted; (2) Type a stylistically correct citation for use in footnotes/endnotes; (3) Explain, in a sentence or two, how you found this source.

**NOTE:** No more than three of these sources can come from the Internet. Generally you have to find at least one source per week, and by the end of the semester you must have sources from all thirteen categories.

### II. SECONDARY SOURCE ASSIGNMENT:

- A. For each book we read, locate one relevant secondary source published after the book in question or otherwise not cited by the author. (Think to yourself, “If the author was going to publish a ‘revised edition,’ what might the author want to consult and include in a revised bibliography?”) Copy the title page. Include in your portfolio.
- B. By the end of the semester, you should have found at least one secondary source from each of the following categories:
  1. Dissertation

2. Article in “field” journal (*American Historical Review*, *Journal of American History*)
  3. Article in “subfield” journal (e.g. *Diplomatic History*, *Journal of Southern History*, etc.)
  4. Article *not* acquired through online database (e.g. JSTOR, Ingenta, etc.)
  5. Article in edited book
  6. Dissertation
  7. Book – monograph
  8. Book – synthesis
  9. Book—edited collection
  10. Historiographical essay / Review essay
- C. On one page: (1) Include a heading that identifies which category (above) it fulfills and for which week of the course it was submitted; (2) Type a stylistically correct citation for use in a bibliography; (3) Explain, in a sentence or two, how you found this source; (4) Prepare a very brief abstract of the source, summarizing, in no more than six sentences: the nature of the source, what problems it addresses, what argument it makes, and how it would be relevant to the reading.

### **III. BOOK REVIEW (ARGUMENT, CONTRIBUTION, AND METHOD SUMMARY):**

For each book we read, write a short book review (500-600 words). Do the following on one page:

- A. Title the page with a stylistically correct citation of the book.
- B. Make sure your review addresses the following three points:
  1. What is the author’s main argument? (summarize as succinctly as possible, as in an abstract, a couple of sentences max.)
  2. What historiographical contribution does the author make? (summarize as succinctly as possible what broader debate, interpretative issue, gap in the historical literature, etc. the author is addressing)
  3. What sources and methods does the author use? (summarize methodological approach, main types of sources used)

[Return to HIS 5060 Course Home Page](#)

[Return to Kenneth Osgood's Home Page](#)